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ABSTRACT

The major activities of the National Advisory Council on Women's Educational Programs during 1977 are recorded in this report. The National Advisory Council on Women's Educational Programs was developed as part of the 1974 Women's Educational Equity Act (WEEA). The Council is mandated to advise the Assistant Secretary for Education on the improvement of educational equity for women and to advise the Commissioner of Education regarding the administration of the Women's Educational Equity Act. The work of the Council during 1977 is highlighted. It aimed to (1) evaluate the WEAA program; (2) provide consultation to government and private sectors relating to women's equity; (3) report on improving educational equity for rural women and girls; (4) make recommendations concerning the elimination of sex bias and stereotyping from career education; (5) reorganization of the Education Division of HEW; (6) review the current status of women's studies programs in the United States; (7) examine Title IX enforcements by over twenty Federal agencies and departments; (8) study the special educational needs of displaced homemakers, single parents, and older women; and (9) make recommendations on legislative and regulatory acts. Several appendices conclude the report. (Author/JR)

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...To Provide Educational Equity for Women...

THIRD ANNUAL REPORT 1977

NATIONAL ADVISORY COUNCIL
ON WOMEN'S EDUCATIONAL PROGRAMS

ESTABLISHED BY CONGRESS
THROUGH THE WOMEN'S EDUCATIONAL EQUITY ACT

S0010952

March 1978

national advisory council on women's educational programs

1832 M St., N.W.
Washington, D.C. 20036
(202) 653-5848

March 31, 1978

The President
The White House
Washington, DC 20500

Dear Mr. President:

The National Advisory Council on Women's Educational Programs is pleased to transmit to you this third annual report. We feel that 1977 was a watershed year during which the Council's role expanded and its influence was keenly felt in the realms of education and civil rights.

In fulfilling its Congressional mandates under the Women's Educational Equtiy Act, the Council impacted on an increasingly wide range of education legislation, regulations and programs. It evaluated the Women's Educational Equity Act Program and advised on improvements. It studied sex discrimination in the Education Division of the Department of Health, Education and Welfare and made recommendations dealing with management, funding, communications and products, data, and regulations. It investigated the special educational needs of neglected population groups and looked into the status of women's studies programs in our colleges and universities. It disseminated the results of these studies widely, both within and outside the Government.

The Council is proud of its accomplishments, honored to have been given the opportunity to serve and determined to increase our efforts in the years ahead.

With your continued leadership, we are hopeful that "...to provide educational equity..." for all Americans will become an ever more attainable goal.

Sincerely,

Mary Beth Peters

Mary Beth Peters
Chair

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INTRODUCTION

> *The Congress hereby finds and declares that educational programs in the United States.., as presently conducted, are inequitable as such programs relate to women and frequently limit the full participation of all individuals in American society. It is the purpose of this section to provide educational equity for women in the United States.*

In 1974, Congress acknowledged the need for Federal action to promote educational equity for women and girls in the United States, and the Women's Educational Equity Act became law. The Act included the establishment of a National Advisory Council on Women's Educational Programs. (See Appendix A for the text of the Act.)

The Council is mandated to advise the Assistant Secretary for Education on the improvement of educational equity for women and to advise the Commissioner of Education regarding the administration of the Women's Educational Equity Act. The Council's twenty members include seventeen public members appointed by the President and three *ex officio* members: the Chairman of the U.S. Commission on Civil Rights, the Director of the Women's Bureau in the U.S. Department of Labor and the Director of the Women's Action Program in the U.S. Department of Health, Education and Welfare.

In 1977, the Annual Comprehensive Review of Advisory Committees, carried out by the Commissioner of Education and the Secretary of Health, Education and Welfare, recommended termination or merger of all but two HEW advisory councils; one of those recommended for continuation was the National Advisory Council on Women's Educational Programs. The Commissioner's memorandum on the subject, with which the Secretary concurred, read in part as follows:

> *I propose that the National Advisory Council on Women's Educational Programs be continued unchanged. Without question this is one of the most productive and far-reaching councils in the Office of Education. The Council has a nearly unlimited charge, to advise us on the specifics of the Women's Educational Equity Act, and in general on all matters*

affecting the educational equity of women. Moreover, it is unique in speaking for over one half of the population of our country. On the basis of its exceptional nature, it merits an exemption from the Bureau-related structure I have heretofore recommended.

The...record documents that the Council has more than fulfilled its mandated functions, providing national leadership in an area of great concern. In every area the Council has entered -- regulations, legislation, policy issues, surveys, and so on -- it has made its impact upon the policy makers in a profound manner. As the evaluation concludes, were this Council not in existence, it ought to be.

This report is a record of the major activities of the National Advisory Council on Women's Educational Programs during 1977.

HIGHLIGHTS

IMPACT OF THE COUNCIL

Although difficult to measure, the Council's broadening impact can be seen in such areas as the following:

- Women's Educational Equity Act -- In response to the Council's evaluation of the WEEA Program in its first funding year, the Women's Program Staff made numerous adjustments in the administration of the Program. (See page 5.)

- Consultation -- Government and private sector groups in and outside of Washington have consulted the Council increasingly in matters relating to women's equity. The Council is often called upon to represent women's views in the early stages of policy planning in the Education Division of HEW.

- Rural Women -- The Council's major recommendations to improve educational equity for rural women and girls (contained in the publication The Educational Needs of Rural Women and Girls, see page 7) were adopted as part of the National Women's Conference "Plan of Action."

  The report was also the direct catalyst for the creation of Rural American Women, Inc. and the holding of its First National Leadership Conference in Washington in February, 1978. (See page 7.)

  The Council's rural women consultation in North Carolina led to the organization of the Council on Appalachian Women. (See page 7.)

- Career Education — The new Career Education Incentive Act clearly reflects the Council's recommendations concerning the elimination of sex bias and stereotyping from career education. (See page 13.)

- Reorganization of the Education Division of HEW -- The Council's five part Education Division review became a key document in the development of the Educational Affirmative Action Plan in the U.S. Office of Education, in the reorganization of the National Institute of Education and in the Education Division's response to the Secretary of HEW's initiative on civil rights involvement by program offices. (See pages 10 - 13.)

THE EDUCATIONAL NEEDS OF RURAL WOMEN AND GIRLS

This is a report containing data and recommendations gathered through four regional public consultations with rural women and girls and those who provide services to them. (See page 7.)

SEVEN YEARS LATER: WOMEN'S STUDIES PROGRAMS IN 1976

This is a review of the current status of women's studies programs in the United States. It focuses on fifteen representative institutions and includes Council recommendations. (See page 8.)

THE UNENFORCED LAW: TITLE IX ACTIVITY BY FEDERAL AGENCIES OTHER THAN HEW

This report examines Title IX enforcement by over twenty Federal agencies and departments. (See page 8.)

NEGLECTED WOMEN

The Council is completing a study of the special educational needs of displaced homemakers, single parents and older women. (see page 9.)

EDUCATION DIVISION REVIEW

This study is made up of five separate reports concerning the Department of Health, Education and Welfare: Women's Participation in Management and Policy Development; Efforts Toward Sex Fairness in the Use of Education Division Funds; Problems in Assessing the Impact of Education Division Programs on Girls and Women; Sex Fairness in Education Division Communications, Products and Dissemination Strategies; and Sex Bias: Education Legislation and Regulations. (See pages 10 - 13.)

WOMEN'S EDUCATIONAL EQUITY ACT

The Council made numerous recommendations for changes in the administration of the WEEA Program as a result of its 1977 process evaluation. It also planned for the 1978 evaluation of the Program. (See page 5.)

LEGISLATIVE AND REGULATORY RECOMMENDATIONS

The Council made recommendations on the Women's Educational Equity Act (see page 15), the Career Education Incentive Act (see page 13), the Vocational Education Regulation (see page 14), the Age Discrimination Act (see page 14) and others. (See also Appendix B.)

FUNCTIONS, STRUCTURE AND METHODS OF THE COUNCIL

The major functions of the National Advisory Council, as specified by the Women's Educational Equity Act, are these:

- To advise the Commissioner of Education on the administration of the Women's Educational Equity Act Program including recommendations about Program priorities and the allocation and geographic distribution of funds;
- To evaluate the programs and projects assisted under the Act;
- To advise the Assistant Secretary for Education with respect to the attainment of educational equity for women and girls;
- To make recommendations based on the Commissioner of Education's national review of sex discrimination in education;
- To report to the President and the Congress;
- To disseminate information concerning Council activities.

The Council's internal structure has evolved into four standing committees which accomplish most of the Council's work, and an Executive Committee which coordinates committee activities. The committees are as follows:

- The Executive Committee consists of the chair and vice chair of the Council, the chairs of the standing committees and at-large members the Council chair may appoint.
- The Federal Policy and Practices Committee examines existing and proposed policies and practices of HEW and other Federal agencies in terms of their impact on women and girls.
- The Legislation Committee evaluates existing and proposed legislation and regulations in terms of educational equity for women and girls.
- The Program Committee analyzes policy matters specifically relating to the Women's Educational Equity Act, including geographic distribution of projects, criteria for Program priorities and fund allocation. This Committee also oversees the Council's evaluation of the WEEA Program.

- The Public Information Committee reviews Council publications for format and style, oversees publications not assigned to other committees, develops the annual report, disseminates Council publications. recommends means of gathering public input into the Council, and publicizes Council activities.

The Council is free to establish special committees as needed.

The Council has been concerned with its own need to be broadly representative of its constituency. Although it is obviously impossible for seventeen public members adequately to represent all women at all levels and facets of education, the Council has identified certain areas in which it requires specific expertise to function at maximum effectiveness.

Since terms of one third of the members expire each year, the Council has reported to the President repeatedly that it requires additional representation from students -- especially secondary and undergraduate students -- minority persons, men, and persons with experience in elementary and secondary education, vocational education, preschool and early childhood education, lifelong learning, business, labor, and the concerns of non-college bound girls and women.

The Council, with its mixed Governmental and public membership, provides an effective mechanism for two way communications between the Federal education establishment and the population groups it seeks to serve. In the past year, the Council's interaction with the Government and the public has included the following activities:

- making recommendations to the Assistant Secretary for Education and the Commissioner of Education;
- responding to Congressional invitations to testify on issues related to educational equity;
- holding public meetings and hearings and taking testimony on issues related to educational equity for women and girls;
- preparing and disseminating studies of issues related to educational equity for women;
- visiting WEEA projects;
- participating in conferences of WEEA project directors;
- commenting formally on regulations and legislation;

- meeting with Federal officials;
- reporting to the President and the Congress;
- sending copies of advisory letters to non-Government groups who might be stimulated to act;
- disseminating news releases on Council activities to non-Government groups, media, etc.;
- disseminating its materials widely, e.g. at the National Women's Conference;
- presenting speeches in response to invitations;
- attending and participating in public conferences of national significance;
- exchanging information with relevant commissions, councils, committees, private groups and individuals;
- meeting on a continuing basis with the National Coalition for Women and Girls in Education.

The Council is particularly proud of its efforts to improve communication with groups outside the Government. A growing rapport with organizations in the private sector, largely accomplished through the Council's unique relationship with the National Coalition for Women and Girls in Education,* (the Council is the only Federal body consistently invited to attend Coalition meetings) has enabled the Council to provide supplementary and complementary action and leadership in an unprecedented manner.

The Council's interest in the views and problems of its constituency is an ever present concern which colors all of its

* The National Coalition for Women and Girls in Education is a confederation of forty-five to fifty women's and education organizations. Its diverse membership includes the National Student Association, Mexican American Women's National Association, National Association for Women and Girls in Sport, National Women's Political Caucus, National Council of Negro Women, National Association of Commissions for Women, Project on Equal Education Rights, and many more. The Council's relationship with the Coalition enables it to maintain close ties with nearly all of the significant women's and education organizations.

activities. In 1977, the Council met in Seattle, Boston and Houston to allow the public an opportunity to present their views.

In Seattle, in addition to meeting with the Regional Commissioner of Education, the Regional Director of the Office for Civil Rights and the Regional WEEA coordinator, the Council also heard from a wide variety of women including a city council woman, a field coordinator and an assistant professor (and recent student) of the University of Washington, a director of a WEEA project, the chair of the Washington Women's Council, and a representative of the Yakima Tribal Office who spoke of the special problems of Indian women.

In Boston, the members had a long and productive discussion with the students and administrators of Project SCEE (Student Commitment to Educational Equity), funded through the Women's Educational Equity Act. The Council members were delighted to see the fine results being achieved through the WEEA Program.

In Houston, the Council met in conjunction with two other events: its Houston hearing on the educational needs of displaced homemakers, single parents and older women; and the National Women's Conference. Thus members were able to interact with those women who testified at the hearing and with the thousands who participated in the Conference. The Council also used a display at the National Women's Conference to provide information and disseminate Council publications.

Through these and other methods, the Council as a whole and the members in their individual capacities constantly seek to act as liaison between the public and the education establishment.

EVALUATION OF THE WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

A primary concern of the Council in 1977 was the completion of the process evaluation of the WEEA Program in its first funding year, 1976. A process evaluation analyzes the administration and implementation of a program rather than its impact or the performance of the grantees. The Council's two-stage assessment, completed in 1977, analyzed the implementation, by the Women's Program Staff of the U.S. Office of Education, of the Program as a whole and of a sampling of grants and contracts.

The evaluation was done with a view to improving the administration of the Program. Among the areas cited as needing improvement were these:

COMMUNICATIONS

Failure to communicate effectively was cited as the most pervasive problem of the new Program. Improvement was needed in communications involving the Council, the Women's Program Staff, potential grant applicants, proposal readers, grantees and contractors.

OUTREACH

Greater outreach efforts were needed to obtain a greater diversity of applicants, especially non-institutional applicants. The Women's Program Staff also was urged to devise methods of subcontracting large contracts in order to enable small contractors (women's and minority firms are usually small) to compete.

ASSISTANCE

More technical assistance of every kind was needed. Potential applicants who lack experience in proposal writing were cited as one group badly in need of help. Grantees and contractors also need more assistance with the unforseen problems which arise in the implementation of a project or contract. More routine contact between the Women's Program Staff and the grantees and contractors was needed to detect and assist in dealing with these problems before they grow.

The Women's Program Staff responded positively to the Council's recommendations to improve the WEEA Program. Various adjustments were made in Program administration to address the problems cited above. Among the many changes instituted were these:

- The WEEA regulation was simplified, and new, clearer definitions of key terms were included.

- Workshops to provide technical assistance in grant proposal writing are being developed to assist non-institutional applicants.

- Criteria were developed to select proposal readers with a good understanding of and sensitivity to women's issues and educational equity.

Information gained by the first evaluation effort, together with a limited number of visits by Council members to project sites, led to the development of an evaluation model for 1978 and the future. The design includes aspects of performance and impact evaluation as well as process evaluation. It will measure the performance of individual grantees in meeting the goals of their projects, and the impact of the Program in carrying out the legislative intent of the Women's Educational Equtiy Act. It also will analyze program administration as was done in the 1977 evaluation.

The evaluation will be geared to assist in the formulation of policy recommendations. The 1978 design calls for the following:

- annual analysis of funded applications;

- annual use of data gathering instruments addressed to project directors before and after implementation of the projects;

- annual use of data gathering instruments addressed to contract directors;

- sample survey of recipients of products;

- sample survey of users of products to determine product impact.

Information gained by the 1978 evaluation and those following will be used by the Council to make policy recommendations on issues such as the following:

- modification of WEEA legislation and/or regulations to improve the Program;

- determination of which strategies and combinations of strategies have proved successful or unsuccessful;

- determination of standards for measuring the success of products and programs;

- plans for replication and dissemination of products and projects;

- determination of an appropriate level of funding for WEEA;

- determination of appropriate allocation of funds.

The WEEA Program will be in its third year in 1978, and the Council hopes that the 1978 evaluation will point out the successes and shortcomings of the Program as it now exists and provide new direction for an even more successful future.

RURAL WOMEN

The Educational Needs of Rural Women and Girls, the Council's first major report, was published in 1977. As the first comprehensive investigation of the subject, the study is a landmark. The media and the public reacted to the report with unexpected interest. Stories about the study ran in the Associated Press, United Press International, the three major broadcast networks and the Black Radio Network as well as in scores of national and local newspapers. Demand for the report was so great that a second printing was necessary, and the chain reaction of activity spurred by the study is still growing.

Rural American Women, Inc., which held its First National Leadership Conference for Rural Women in February, 1978, came into existence as a direct result of the report. In Appalachia, rural women who had been involved in the Council's consultations maintained contact with each other and established the Council on Appalachian Women to work in their behalf.

The National Women's Conference also took note of the rural women study. The "Plan of Action" adopted at the Conference in Houston included recommendations on rural women which reflected precisely the views stated in the report.

The Council was gratified by the Assistant Secretary for Education's strong support for the recommendations contained in the report, and it continues to press for their implementation by various Federal agencies.

WOMEN'S STUDIES

The Council also completed a report on the status of women's studies programs entitled Seven Years Later: Women's Studies Programs in 1976, researched and written by Florence Howe of the State University of New York and the Feminist Press.

Seven Years Later reviews relatively mature women's studies programs in fifteen colleges and universities selected for a diversity of location, size, student population and funding. It examines curricula, students, faculties, structure and funding of the programs and their impact within and outside their parent institutions.

The study notes that since their inception in 1970, women's studies programs have grown to include some 15,000 courses in 1500 colleges and universities. The report includes Council recommendations for Federal support of increased financial assistance for the programs, development of new curricular materials, a women's studies communications network and further study of this new and developing area.

TITLE IX*

The Council commissioned a report entitled The Unenforced Law: Title IX Activities by Federal Agencies Other Than HEW. This study examines Title IX enforcement activity in over twenty Federal departments and agencies and finds enforcement erratic at best and generally dependent upon the goodwill and commitment of individual program directors. It reports a total lack of intragovernmental coordination in enforcement of Title IX and numerous other sex discrimination prohibitions. The result has been that Title IX has been ignored by many agencies having enforcement responsibility.

Among Council recommendations for Federal action to improve enforcement of Title IX are the following:

- The President should issue an Executive Order designating the Department of Justice as the lead agency to coordinate

* Title IX of the Education Amendments of 1972 states: *No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance....*

Title IX enforcement.

- The Department of Justice should call a conference to educate agencies to their responsibilities concerning Title IX coordination and to symbolize the Department's active commitment to ending sex discrimination.

- Each agency in coordination with the Justice Department should determine which of its programs are covered by Title IX and/or other statutes prohibiting sex discrimination and develop implementing regulations or guidelines.

- The Civil Rights Task Force at the Office of Management and Budget should examine the subject of sex discrimination enforcement in Federal grant programs and make recommendations for reform to the President and the Congress.

- OMB should require agencies to submit civil rights data prior to OMB review of their budgets and should exercise its responsibility to collect data about the beneficiaries of Federal grant programs by coordinating the systematic collection of racial/ethnic data cross-tabulated by sex.

INDIAN WOMEN

The Council had been informed during its public participation sessions that Federal statutes against sex discrimination in education presently are not being enforced nor even well understood in schools administered by the Bureau of Indian Affairs or public schools with large Indian enrollments which receive Federal funds. The Council commissioned a study on sex discrimination in Indian education from the American Indian Law Center at the University of New Mexico School of Law. The study is examining implementation of Federal legislation to eliminate sex discrimination in the secondary and vocational education of Indian women at both the Federal agency and institutional levels.

NEGLECTED WOMEN

In 1977, the Council initiated a study of the special educational needs of several neglected population groups:

displaced homemakers, single parents and older women. It sponsored a series of five regional hearings in Paramus, New Jersey; Baltimore, Maryland; Omaha, Nebraska; Houston, Texas and Los Angeles, California to gather testimony from those groups and representatives of the institutions which serve them. The results of the study will be documented in a report to be published in summer, 1978.

REVIEW OF THE EDUCATION DIVISION OF HEW*

The Council completed a five part review of the Education Division of the Department of Health, Education and Welfare. Highlights of the reports include the following recommendations:

WOMEN'S PARTICIPATION IN MANAGEMENT AND POLICY DEVELOPMENT IN THE EDUCATION DIVISION

- More women should be advanced to management and policy making positions.
- The problems of underutilization of female employees should be remedied.
- Precise performance standards should be set for each job category.
- The veteran's preference in hiring should be revised.
- The names of women qualified to fill vacant positions should be solicited.
- Subsidized day care for children of employees should be continued.
- Flexitime and part time options should be instituted.
- Specific, detailed and comprehensive affirmative action plans should be developed.

* The Education Division of HEW includes the Office of Education, the National Institute of Education, the Fund for the Improvement of Postsecondary Education, the National Center for Education Statistics and the Office of the Assistant Secretary for Education.

- Bridge jobs encompassing secretarial and professional work should be created.

- A comprehensive employee training program in problems of sex bias and sex stereotyping should be implemented.

- Balanced memberships on advisory councils and review committees reflecting the proportion of women in the general population should be mandatory.

- Contact with women's groups should be improved.

- Data should be collected by-sex-by-race.

EFFORTS TOWARD SEX FAIRNESS IN THE USE OF EDUCATION DIVISION FUNDS

- Coordination between the Office for Civil Rights and program offices should be improved.

- Detailed Title IX information should be provided to grant applicants.

- A position of Special Advisor to the Deputy Commissioner on Women's Issues should be established in every division.

- Sex fairness should be established as a priority of the Education Division.

- Ten percent of appropriations for discretionary programs should be spent on projects targeted toward equity for women.

- Male/female staffing patterns of prospective grantees and contractors should be monitored and points should be awarded for balanced staffs.

- Women should be encouraged to submit grant/contract applications.

- All Education Division review panels and advisory committees should have balanced memberships.

- Financial aid eligibility should be extended to students who attend less than half time.

PROBLEMS IN ASSESSING THE IMPACT OF EDUCATION DIVISION PROGRAMS ON WOMEN AND GIRLS

- The National Center for Education Statistics should prepare and publish a directory of data tapes that accurately describes the extent to which each tape contains data disaggregated by sex and by-sex-by-race.
- The Commissioner of Education should appoint a task force on data collection.
- This task force should develop and publish a comprehensive tabulation of data collected by programs.
- All evaluations should include analyses of the differential impact of programs by sex and by-sex-by-race.
- All policy studies should include analyses of the impact of various policies on women and girls.
- Funds should be provided for research into factors behind sex differences in participation and employment in Education Division programs.

SEX FAIRNESS IN EDUCATION DIVISION COMMUNICATIONS, PRODUCTS AND DISSEMINATION STRATEGIES

This publication includes a special appendix entitled "Guidelines to Ensure Sex Fairness in Education Division Communications and Products" (also available separately), designed as a reference and learning tool to assist in the preparation of sex fair communications. It provides examples of sex fair and sex biased materials and includes a check list delineating each category of concern.

Recommendations in the body of the report include the following:

- The Education Division should develop a formal policy statement that all communications, products and dissemination strategies be sex fair.
- Guidelines on sex fairness in communications and products should be adopted and copies should be disseminated to program directors, grantees, contractors and the Office of Public Affairs.
- Training should be provided for all Education Division personnel in awareness of sex bias and the use of the guidelines.

- Early childhood programs throughout the Department of Health, Education and Welfare should be reviewed for sex bias in materials and content.

- Positive activities to foster sex fairness in products should be implemented.

- Federally funded television programs should be monitored for sex bias, and sex fair educational television should be developed.

SEX BIAS: EDUCATION LEGISLATION AND REGULATIONS

An outgrowth of the Council's legislative and regulatory activities, this report discusses a spectrum of educational statutes and regulations and identifies key points for intervention on behalf of equity provisions. The report provides a format which can serve as a tool to enable persons without extensive knowledge of legislative or regulatory analysis to assess a bill or regulation for its potential impact on women. The report also includes "case studies" in the form of analyses and recommendations for several education statutes, thereby presenting actual recommendations as well as examples of the uses of the model format.

LEGISLATION

In 1977, the Council was able to impact a wide range of legislation and regulations. Moreover, the Council's influence has broadened as non-Government groups such as the National Coalition for Women and Girls in Education have adopted its legislative and regulatory recommendations as their own.

The Council responded to invitations to present testimony before both Houses of Congress, and many specific Council recommendations were adopted.

One statute which reflects the Council's advice is H.R. 7, the Career Education Incentive Act, signed into law on December 13, 1977. The original bill had not shown significant concern for sex bias and sex stereotyping in career education. The Council, in testimony before the House and Senate, presented many recommendations to address these issues. The result was the incorporation of the Council's

major recommendations into the final bill and the revision of the statute's goals to include "*...the elimination of bias and stereotyping (including sex bias and sex stereotyping) in such activities.*"

In 1976 the Council worked to incorporate into the Vocational Education Act (P.L. 94-482, Title II) provisions for eliminating sex bias and stereotyping in vocational education. Subsequently, it acted to inform the public of the need for input concerning sex equity issues at public meetings in each state.

The Council continued its efforts in vocational education throughout 1977. It produced analyses of some 740 public comments on the three issues in the Notice of Intent to Publish a Regulation which were related to sex bias and later similarly analyzed the public comments on the proposed regulation. With these analyses, the Council was able to demonstrate widespread support for strong, specific regulations to address sex bias issues and eliminate stereotyping from vocational education programs. Using these analyses, the Council pointed out areas where the proposed regulation failed to reflect the desires of the public. Through a series of recommendations, the Council contributed to the development of a final regulation (CFR 100(a) *et seq*) concerned with the elimination of sex bias and sex stereotyping from vocational education programs.

Subsequently, the Council advised a joint Office of Education/ Office for Civil Rights Task Force on Civil Rights and Vocational Education.

The Council has established a joint Task Force on Sex Equity and Vocational Education with the National Advisory Council on Vocational Education. This is a rare example of advisory councils pooling their resources to work together to address mutual concerns. The Task Force met in December, 1977, with the state sex equity coordinators appointed under the new vocational education statute to seek ways in which the Task Force could assist the coordinators in meeting their challenging assignments. Vocational education will continue to be a high priority on the Council agenda in the coming year.

Other legislative activities included the presentation of testimony on the Age Discrimination Act of 1975 (Title III of the Older Americans Act of 1965), the Women's Educational Equity Act oversight hearings before the House Subcommittee on Elementary, Secondary and Vocational Education, and the hearings on USOE national advisory councils before the same Subcommittee. It also submitted comments on the proposed

Executive Order on Improving Government Regulations and other items noted in Appendix B.

With the Women's Educational Equity Act requiring reauthorization in 1978, the Council proposed major revisions to the Act which would tie it to implementation of Title IX. The Council recommended a two step program calling for extension of the present grant program and establishment of incentive grants to encourage educational equity at the local level. It also recommended an increased authorization to enable the Program to deal more effectively with its constituency.

COMMISSIONER'S REPORTS ON SEXISM IN EDUCATION

The Council completed an extensive review of three Commissioner's reports on sex discrimination in education which were mandated by the Women's Educational Equity Act. The reports, entitled "Sex Discrimination in Access to Postsecondary Education," "Sex Discrimination in Guidance and Counseling" and "Sex Discrimination in Education: Employment Practices Affecting Professional Personnel" are available from the ERIC Clearinghouse.

The Council forwarded to the Commissioner a critical analysis of the reports with numerous recommendations for Federal, state and private sector action. The analysis showed that the three reports did not constitute the *"national, comprehensive review of sex discrimination in education"* mandated by the Act. Among the many topics not addressed, the Council noted, were treatment of students in elementary, secondary and postsecondary schools, athletic programs, extra curricular activities, part time programs, financial aid, community colleges, vocational education and others.

Later, the Council developed and published a booklet entitled, "Sex Discrimination in Guidance and Counseling," a distillation of the information contained in the guidance and counseling volume of the Commissioner's reports on sex discrimination in education.

NATIONAL INSTITUTE OF EDUCATION

The Council made numerous recommendations concerning sex equity in the operation of the National Institute of Education

(NIE). The Council chair addressed the National Council on Education Research, policy making board of NIE, and presented Council recommendations including the following:

- All NIE work groups should be required to mainstream women's concerns.
- All contracts and grants should be evaluated to see that women's issues are incorporated as appropriate.
- NIE Labs and Centers should address research issues pertaining to women.
- Review panels and the NIE workforce should include equitable representation of women.

The Council later made recommendations concerning the need to infuse sex equity concerns into planning for the reorganization of NIE. The Labs and Centers Review Panel was reminded of the need to support educational equity through the work of Labs and Centers.

OTHER ACTIVITIES

The Council participated in the early stages of a new Coalition on Lifelong Learning to assist that group in addressing sex equity issues.

Council staff participated in the Commissioner's Conference on Student Financial Aid and discussed with students the special problems women and girls face in obtaining financial aid.

The Council joined the Federal Interagency Committee on Education (FICE). It reviewed the FICE draft working paper on a Comprehensive Federal Education Policy and recommended changes in the first two drafts to include appropriate concern for sex fairness in education. The third draft of the paper reflected significantly increased attention to women's issues.

The Council recommended that the Office of Career Education take measures to infuse women's equity concerns into all of its policies and programs. It reviewed a series of reports on career education commissioned by the National Advisory Council on Career Education and offered to assist that group

in addressing problems of sex bias and stereotyping in its future efforts.

The Council followed developments of the President's Reorganization Task Force including the possible development of a Department of Education and recommended that the planners consider various aspects of the reorganization's potential impact on women and girls.

THE FUTURE

The activities mentioned in this report have served both to sharpen the Council's sense of the pervasiveness of sex bias in education and to increase its determination to end it.

In 1978, the Council plans to follow up and build on these activities and to begin to move into new, as yet unexplored areas.

WEEA

The 1978 WEEA evaluation will be a major effort encompassing both short and long range assessments of WEEA projects and the overall direction of the Program. Since 1978 is the year in which the extension of WEEA will come before the Congress, the Council is participating actively in legislative developments around this issue and has made substantial recommendations concerning the future of the Program.

VOCATIONAL AND CAREER EDUCATION

The Council will persist in its work against sex bias in vocational and career education. It will monitor implementation of the sex equity provisions of the Vocational Education Act of 1976 and will continue to collaberate with the National Advisory Council on Vocational Education, through the joint Task Force on Sex Equity in Vocational Education, to assist state sex equity coordinators and otherwise facilitate the sex equity provisions of the Act.

Five year Vocational Education State Plans will be reviewed to determine whether the states meet minimal requirements and to determine the degree to which policy and program proposals adhere to the major sex equity provisions stipulated in the new regulation.

The Council is contributing to the development of the regulation for the Career Education Incentive Act and will follow

progress on implementation of the sex fair provisions of the new law.

FOLLOW-UP

With the completion of the extensive, five volume review of the Education Division of HEW as well as Seven Years Later, the comprehensive review of the status of women's studies programs, the Council will work actively for implementation of the numerous recommendations contained in those reports. It will monitor closely the responses of various agencies to the recommendations contained in the Title IX report, The Unenforced Law, and the upcoming report on the educational needs of displaced homemakers, single parents and older women.

OUTREACH

The Council will increase its dissemination efforts and expand its contact with other women's and education groups. The Council plans to continue to share materials and information, cooperate on programs, participate in meetings and otherwise enhance its outside relationships to the greatest extent possible in the coming year. It also will hold open meetings within and outside Washington, D.C. to enable the public to share ideas and concerns with the Council.

NEW AREAS

The Council, like any organization, is somewhat controlled by events. It is the timely response to those events which makes up a large part of the Council's work in any given year. Therefore, it is difficult to predict with certainty the new issues which may require much of the Council's time and resources in 1978. However, the Council plans to study educational equity in proprietary schools in order to advise the Commissioner regarding sex bias which may exist in those institutions.

It also will be alert to the implications for sex equity in the various proposed Federal reorganizations which will begin to take shape. (It has commented on procedural as well as administrative reorganization already.) It will monitor especially closely the planned structure and function of the Department of Education, as proposed by the Congress and the Administration.

APPENDIX A

THE WOMEN'S EDUCATIONAL EQUITY ACT*

Sec. 408. (a) This section may be cited as the "Women's Educational Equtiy Act of 1974."

(b)(1) The Congress hereby finds and declares that educational programs in the United States (including its possessions), as presently conducted, are frequently inequitable as such programs relate to women and frequently limit the full participation of all individuals in American society.

(2) It is the purpose of this section to provide educational equity for women in the United States.

(c) As used in this section, the term "Council" means the Advisory Council on Women's Educational Programs.

(d)(1) The Commissioner is authorized to make grants to, and enter into contracts with, public agencies and private nonprofit organizations and with individuals for activities designed to carry out the purposes of this section at all levels of education, including preschool, elementary and secondary education, higher education, and adult education. These activities shall include —

(A) the development, evaluation, and dissemination by the applicant of curricula, textbooks, and other educational materials related to educational equity;

(B) preservice and inservice training for educational personnel including guidance and counseling with special emphasis on programs and activities designed to provide educational equity;

(C) research, development, and educational activities designed to advance educational equity;

(D) guidance and counseling activities, including the development of nondiscriminatory tests, designed to assure educational equity:

(E) educational activities to increase opportunities for adult women, including continuing educational activities and programs for underemployed and unemployed women;

(F) the expansion and improvement of educational programs and activities for women in vocational education, career education, physical education, and educational administration.

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* Public Law 93-380, Education Amendments of 1974, as amended by the Education Amendments of 1976

(2) A grant may be made and a contract may be entered into under this section only upon application to the Commissioner, at such time, in such form, and containing or accompanied by such information as the Commissioner may prescribe. Each such application shall —

(A) provide that the program or activity for which assistance is sought will be administered by or under the supervision of the applicant;

(B) describe a program for carrying out one of the purposes set forth in subsection (a) which holds promise of making a substantial contribution toward attaining such purposes; and

(C) set forth policies and procedures which insure adequate evaluation of the activities intended to be carried out under the application.

(3) The Commissioner shall approve applicants and amendments thereto which meet the requirements of paragraph (2).

(4) Nothing in this section shall be construed as prohibiting men from participating in any programs or activities assisted under this section.

(e) In addition to the authority of the Commissioner under subsection (d), the Commissioner shall carry out a program of small grants, not to exceed $15,000, each, in order to support innovative approaches to achieving the purposes of this section; and for that purpose the Commsisioner is authorized to make grants to public and private nonprofit agencies and to individuals.

(f)(1) There is established in the Office of Education a National Adivsory Council on Women's Educational Programs. The Council shall be composed of —

(D) the Director of the Women's Action Program of the Department of Health, Education, and Welfare.

The Council shall elect its own Chairman.

(2) The term of office of each member of the Council appointed under clause (A) of paragraph (1) shall be three years, except that —

(A) the members first appointed under such clause shall serve as designated by the President, six for a term of one year, five for a term of two years, and six for a term of three years; and

(B) any member appointed to fill a vacancy occurring prior to the expriation of the term for which his predecessor was appointed shall be appointed for the remainder of such term.

(3) The Council shall —

(A) advise the Commissioner with respect to general policy matters relating to the administration of this section;

(B) advise and make recommendations to the Assistant Secretary concerning the improvement of educational equity for women;

(C) make recommendations to the Commissioner with respect to the allocation of any funds pursuant to this section, including criteria developed to insure an appropriate geographical distribution of approved programs and projects throughout the Nation;

(D) make such reports as the Council determines appropriate to the President and the Congress on the activities of the Council;

(E) develop criteria for the establishment of program priorities; and

(F) disseminate information concerning the activities of the Council under this section.

(4) From the sums available for the purposes of this section, the Commissioner is authorized and directed to conduct a national, comprehensive review of sex discrimination in education, to be submitted to the Council not later than a year after the date of enactment of this section. The Council shall review the report of the Commissioner and shall make such recommendations, including recommendations for additional legislation, as it deems advisable.

(5) The provisions of part D of the General Education Provisions Act shall apply with respect to the Council established under this section.

(f) The Commissioner is directed, at the end of each fiscal year, to submit to the President and the Congress and to the Council a report setting forth the programs and activities assisted under this section, and to provide for the distribution of this report to all interested groups and individuals, including the Congress, from funds authorized under this section. After receiving the report from the Commissioner, the Council shall evaluate the programs and projects assisted under this section and include such evaluation in its annual report.

(g) For the purpose of carrying out this section, the Commissioner is authorized to expend not to exceed $30,000,000 for each fiscal year prior to July 1, 1978.

APPENDIX B

FORMAL COUNCIL LEGISLATIVE AND REGULATORY COMMUNICATIONS

ADVISORY COMMITTEE OVERSIGHT

The Council delivered testimony concerning its activities and budget to the House Subcommittee on Elementary, Secondary and Vocational Education on July 14 and August 4. The National Adivsory Council on Women's Educational Programs was one of only two councils to be continued intact following those hearings. This was at the express request of the Commissioner, who called NACWEP "unique" in its mission. (See page i.)

AGE DISCRIMINATION

The Council transmitted comments on September 23 and October 12 to the U.S. Commission on Civil Rights on its study of age discrimination (hearings were held September 26, 27 and 28).

CAREER EDUCATION ACT

The Council testified before both the House and Senate on the Career Education Act, H.R. 7 (March 1 and 16) and S. 1328 (June 14), and was instrumental in shaping the language of the final statute. (See page 13.)

CIVIL RIGHTS SURVEY

On October 7, the Council transmitted comments on the proposed annual civil rights survey of elementary and secondary educational institutions, forms 101 and 102, to the Office for Civil Rights. OCR responded in detail on October 14. Involvement in this matter was extensive, with Council representatives attending meetings formally as well as meeting informally with OCR representatives.

COOPERATIVE EDUCATION

The Council submitted comments on October 19 to the Bureau of Postsecondary Education's Division of Training and Facilities in the Office of Education on proposed regulations for the Cooperative Education Program (Title III of the Higher Education Act). The final regulation was not published in 1977.

DOMESTIC MINING FELLOWSHIPS

On August 2, the Council submitted comments on the structure of a proposed regulation for data collection in the Domestic Mining Fellowship Program of the Bureau of Higher and Continuing Education, Office of Education, and on July 29 to the National Center for Education Statistics.

PREGNANCY DISABILITY

The Council expressed its support for the unamended version of the Pregnancy Disability acts, H.R. 6075 and S. 995, on July 29 in a letter to the Assistant Secretary for Education.

RURAL WOMEN

As a result of its publication The Educational Needs of Rural Women and Girls, the Council developed and transmitted recommendations for program revisions to the Secretary of Commerce, the Secretary of the Interior, and the Secretary of Agriculture. The Council also submitted recommendations to the National Institute of Education on June 23 regarding its RFP on "Improving Education in Rural America: Past Efforts, Future Opportunities."

VOCATIONAL EDUCATION

Extensive comments on the proposed regulation for the Vocational Education Act (State and Commissioner's Discretionary Programs) were prepared as a result of a detailed analysis of responses to a Notice of Intent to publish rules (NOI) issued in 1976. The comments on the proposed regulation were forwarded to the Commissioner on May 6, 1977, and on October 20, following publication of the final regulation for the program. The Council also submitted recommendations to the Secretary of HEW on August 2, immediately prior to final approval of the regulations.

WOMEN'S EDUCATIONAL EQUITY ACT

The Council prepared and transmitted to the Secretary on December 1 extensive recommendations concerning the manner in which WEEA should be reauthorized. Comments and recommendations on the WEEA regulations were also prepared and transmitted on February 8, April 20 and June 20.

APPENDIX C

COUNCIL PUBLICATIONS - 1977

The Council completed the following publications in 1977. All are available free from the Council office and each has been listed with the ERIC Clearinghouse where it will be available at nominal cost when the Council's supply is depleted.

ANNUAL REPORT - 1976

Reports Council activities in 1976 including those involving WEEA, the Education Division review, vocational and career education, rural women, and legislation. Includes numerous appendices.

EDUCATION DIVISION REVIEW

- Women's Participation in Management and Policy Development in the Education Division

  Explores employment patterns of women in the Education Division, obstacles to advancement of women, efforts to increase opportunities for women, representation of women on advisory boards. Includes recommendations. (See page 10.)

- Efforts Toward Sex Fairness in the Use of Education Division Funds

  Probes patterns of Federal funding as they affect women. Discusses formula grant programs, discretionary programs, financial assistance programs. Includes recommendations. (See page 11.)

- Assessing the Impact of Education Division Programs on Girls and Women

  Surveys problems of obtaining data disaggregated by sex in order to assess the impact of programs on women and girls. Includes recommendations. (See page 12.)

- Sex Fairness in Education Division Communications, Products and Dissemination Strategies

  Investigates sex bias in press releases, speeches and other communications; products developed with Education Division funds; dissemination efforts of the Joint Dissemination Review Panel and the National Diffusion Network

Includes recommendations and guidelines to ensure sex fairness in communications and products. (See page 12.)

- Sex Bias: Education Legislation and Recommendations

  Demonstrates points for intervention to improve statutes and regulations in terms of educational equity for women. Proposes models for assessing sex equity provisions in legislation and regulations. Includes case studies and recommendations. (see page 13.)

EDUCATIONAL NEEDS OF RURAL WOMEN AND GIRLS

First comprehensive investigation of the special educational needs of rural women and girls, defined through regional consultations with rural women and representatives of rural service institutions. Includes critiques of national programs and also includes Council recommendations.

THE EDUCATION AMENDMENTS OF 1976: IMPACT ON WOMEN AND GIRLS CONCERNING TITLE IX AND OTHER AMENDMENTS

Three page summary of recent amendments to Title IX, discussing their meanings. Reviews other amendments with particular impact on women and girls.

THE EDUCATION AMENDMENTS OF 1976: IMPACT ON WOMEN AND GIRLS CONCERNING VOCATIONAL EDUCATION

Two page analysis of the impact of the Education Amendments on vocational education at the National and state levels.

NEGLECTED WOMEN: EDUCATIONAL NEEDS OF DISPLACED HOMEMAKERS, SINGLE PARENTS AND OLDER WOMEN

Survey of the educational needs of neglected women through consultations with the women and those who serve them. Includes recommendations. Available mid 1978. (See page 9.)

SEVEN YEARS LATER: WOMEN'S STUDIES PROGRAMS IN 1976

Landmark review of the status of women's studies programs in the United States with emphasis on fifteen selected institutions. Examines curricula, students, faculty, administrators, impact of the programs and probable future developments. Includes recommendations. (See page 8.)

SEX DISCRIMINATION IN GUIDANCE AND COUNSELING

A condensation of the larger Commissioner's Report (see page 15) and recommendations, this pamphlet assesses women's self

images, socialization, counselor attitudes, testing, theories, innovative programs.

TOWARD EDUCATIONAL EQUITY

Analyzes findings from Council outreach activities involving oral and written testimony of more than ninety individuals. Topics include materials development and training, women with special needs, Federal policies, programs and practices.

THE UNENFORCED LAW: TITLE IX ACTIVITY BY FEDERAL AGENCIES OTHER THAN HEW

Critiques Title IX enforcement activity in various Federal agencies and departments including Office of Management and Budget, Internal Revenue Service, General Services Administration, Departments of Justice, State, Defense and others. Includes recommendations. (See page 8.)

APPENDIX D

MEETINGS OF THE NATIONAL ADVISORY COUNCIL AND ITS COMMITTEES

In 1977, the National Advisory Council on Women's Educational Programs met at the following times and places:

January 7, San Diego, California: Special Committee on Dissemination

January 30 - February 2, Washington, DC: Advisory Council, Executive, Federal Policy and Practices, Legislation, and Program Committees

February 28, Washington, DC: Program Committee

April 3 - 5, Washington, DC: Advisory Council, Executive, Federal Policy and Practices, Legislation, and Program Committees

May 9, Scottsdale, Arizona: Public Information Committee

June 8 - 11, Boston, Massachusetts: Advisory Council, Executive, Federal Policy and Practices, Legislation, Program, and Public Information Committees

July 15, Steamboat Springs, Colorado: Executive Committee

August 30, Washington, DC: Federal Policy and Practices Committee

September 18 - 20, Washington, DC: Advisory Council, Executive, Federal Policy and Practices, Legislation, Program, and Public Information Committees

November 15 - 17, Houston, Texas: Advisory Council, Executive, Federal Policy and Practices, Legislation, Program, and Public Information Committees

PUBLICATIONS ORDER FORM

If you would like to receive any of the Council's publications please print your name and address below and check the appropriate spaces. The form should be sent to the National Advisory Council, 1832 M Street, NW, #821, Washington, DC 20036.

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_____ ANNUAL REPORT - 1976

_____ WOMEN'S PARTICIPATION IN MANAGEMENT AND POLICY DEVELOPMENT IN THE EDUCATION DIVISION

_____ EFFORTS TOWARD SEX FAIRNESS IN THE USE OF EDUCATION DIVISION FUNDS

_____ ASSESSING THE IMPACT OF EDUCATION DIVISION PROGRAMS ON GIRLS AND WOMEN

_____ SEX FAIRNESS IN EDUCATION DIVISION COMMUNICATIONS, PRODUCTS AND DISSEMINATION STRATEGIES

_____ SEX BIAS: EDUCATION LEGISLATION AND REGULATIONS

_____ EDUCATIONAL NEEDS OF RURAL WOMEN AND GIRLS

_____ THE EDUCATION AMENDMENTS OF 1976: IMPACT ON WOMEN AND GIRLS CONCERNING TITLE IX AND OTHER AMENDMENTS

_____ THE EDUCATION AMENDMENTS OF 1976: IMPACT ON WOMEN AND GIRLS CONCERNING VOCATIONAL EDUCATION

_____ NEGLECTED WOMEN: EDUCATIONAL NEEDS OF DISPLACED HOMEMAKERS, SINGLE PARENTS AND OLDER WOMEN

_____ SEVEN YEARS LATER: WOMEN'S STUDIES PROGRAMS IN 1976

_____ SEX DISCRIMINATION IN GUIDANCE AND COUNSELING

_____ TOWARD EDUCATIONAL EQUITY

_____ THE UNENFORCED LAW: TITLE IX ACTIVITIES BY FEDERAL AGENCIES OTHER THAN HEW

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